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ABSTRACT

With the rise of violent teenage crime, with an alarming number of child soldiers across the globe, and with the continually increasing number of children and adolescents who are victimized by violence and war, an instrument that measures nonviolent tendencies would be very useful. The Teenage Nonviolence Test (TNT) was recently developed and tested for its psychometric properties. The TNT utilizes Likert items to assess both physical and psychological nonviolence along with helping/empathy and the Gandhian notions of satyagraha (search for wisdom) and tapasya (self-suffering). Based on reliability and validity data collected in the northwestern section of the United States, the TNT seems to be a promising instrument. The implication of the development of a nonviolent test appropriate for adolescents is far reaching and more research is clearly needed. An appendix presents a copy of the test instrument. (Contains 8 references and 7 tables.) (Author/GCP)

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Teenage Nonviolence: How Do We Define and Measure It?

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Abstract

With the rise of violent teenage crime, with an alarming number of child soldiers across the globe, and with the continually increasing number of children and adolescents who are victimized by violence and war an instrument that measures nonviolent tendencies would be very useful. The Teenage Nonviolence Test (TNT) was recently developed and tested for its psychometric properties by Mayton and his students in 1998 and 1999. The TNT utilizes Likert items to assess both physical and psychological nonviolence along with helping/empathy and the Gandhian notions of satyagraha (search for wisdom) and tapasya (self-suffering). Based on reliability and validity data collected in the northwestern section of the United States, the TNT seems to be a promising instrument. The implication of the development of a nonviolent test appropriate for adolescents is far reaching and more research is clearly needed.

Teenage Nonviolence: How Do We Define and Measure It?

Nearly everyday across the United States news reports containing violent acts committed by teenagers are uncovered. The US media has repeatedly been drawn to the exploitation of violence by adolescents. The issues range from adolescents involved with gangs to those involved in school shootings of classmates and/or teachers to the disturbing news of adolescent sex offenders. These are just a few of the headlines that have been surfacing recently in the media.

Consistent with the societal fixation on violence, most psychological research has taken a direct approach into the identification, measurement, and prediction of violent behaviors and attitudes. Nonviolent tendencies and beliefs on the other hand are often overlooked by researchers as a focus for ending violence. If one would grant the assumption that nonviolent and violent behaviors are incompatible, then it follows that an aim toward researching the characteristics of identifying, measuring, and predicting nonviolence would be fruitful.

With an interest in the prevention of violence, Mayton and Palmer (1996) discovered no measures of nonviolence specifically designed for teenagers in their review of PsycLit. Thus, the objective to develop a suitable measure was undertaken by Mayton et al. (1998) and the Teenage Nonviolence Test was created.

Teenage Nonviolence Test

The Teenage Nonviolence Test (TNT) is a 55 Likert-item

assessment which was synthesized from a total of 140 original items (Mayton et al., 1998). See the Appendix of this paper for the instrument and a scoring key. The TNT consists of six subscales. Items for each subscale are presented in Table 1 through Table 6.

The first three subscales follow the lead provided by Elliott (1980) in their derivation. The physical nonviolence subscale measures attitudes toward the conscious rejection of all forms of physical violence in favor of alternate forms of conflict resolution. Behaviors or the threat of behaviors intended to inflict bodily injury on another person in an attempt to coerce, curtail, or eliminate their behavior were the focus of this 16-item subscale. The psychological nonviolence subscale assesses attitudes toward the conscious rejection of all forms of psychological violence in favor of alternate forms of conflict resolution. This 16-item subscale includes behaviors or the threat of behaviors intended to humiliate, intimidate, or in other ways demean the human dignity of another person or group in and attempt to coerce, curtail, or eliminate their behavior. The active value orientation is a four-item subscale which measures attitudes toward the respondent's willingness to perform behaviors designed to achieve a situation commensurate with one's own norms, values, and goals. The five-item helping/empathy subscale measures attitudes toward assisting others in minor levels of need. The other two subscales are specifically based on the

Gandhian philosophical principles of satyagraha (search for wisdom) and tapasya (self-suffering). The ten-item satyagraha subscale measure attitudes toward a respondent's active search for wisdom and the willingness to change his or her conception of truth. The tapasya subscale includes four items which assess attitudes about one's willingness to endure hardship or suffering rather than to inflict harm on others.

Insert Tables 1 to 6 About Here

Psychometric Characteristics of the TNT

Most of the subscales of the TNT are significantly interrelated. The correlation coefficients between each subscale for junior high age adolescents (12 to 15 years old) are presented in Table 7.

Insert Table 7 About Here

The TNT was recently tested for its reliability by Mayton and his students in 1998 and 1999. Based on a sample of 296 adolescents with an approximately equal number of males and females and an equal number from each grade 7 through 12, alpha coefficients were acceptable and fell between .91 for the physical and psychological nonviolence subscales and .65 for the active

value orientation subscale (Mayton et al. 1998). Mayton et al. (1999) obtained similar alpha coefficients for several new samples for all but the active value orientation subscale which dropped below .35. Mayton et al. (1999) assessed the test-retest reliability with a sample of 85 seventh through ninth grade students in the USA. Test-retest coefficients for the physical nonviolence (.88), psychological nonviolence (.80), satyagraha (.82), and the helping/empathy subscales (.79) were reasonable. The test-retest coefficient for the tapasya subscale was marginally acceptable at .65, however, the active value orientation subscale was not acceptable at .48.

The concurrent and discriminant validity of the TNT was assessed by Mayton and his students in 1999 (Konen et al., 1999). Again, samples were drawn from primarily rural junior high and senior high schools in the inland Pacific Northwest region of the United States. Over ninety percent of the samples were Caucasian and the majority of the remainder were Native American Indian.

The scores for five subscales of the TNT were significantly correlated with scores on the Nonviolence Test (NVT, Kool and Sen, 1984). The physical and psychological nonviolence subscales correlations were .57 and .53 with the NVT, respectively. The NVT scares were also significantly correlated with the helping/empathy subscale (.42), the satyagraha subscale (.39), and the tapasya subscale (.34).

Adolescents who were either in a juvenile detention center

for violent and antisocial acts or an educational facility for troubled youths were administered the TNT (Konen et al., 1999). These adolescents had significantly lower TNT physical nonviolence subscale scores and psychological nonviolence subscale scores than other adolescents.

Discriminant validity was assessed by correlating the TNT subscales with measures of social desirability, self-efficacy, and internal locus of control. All three measures were expected to be correlated with the TNT but at lower levels that subscale intercorrelations. Social desirability is related to four nonviolent subscale scores on the TNT. Social desirability scores significantly correlated with physical nonviolence (.38), psychological nonviolence (.38), helping/empathy (.38), and satyagraha subscale (.64). Self efficacy scores significantly correlated with physical nonviolence (.25, $p = .032$), psychological nonviolence (.23, $p= .045$), active value orientation (.30, $p = .011$), helping/empathy (.44, $p < .001$), and satyagraha subscale (.64, $p < .001$). Internal locus of control scores significantly correlated with physical nonviolence (.27, $p = .017$), psychological nonviolence (.22, $p= .05$), helping/empathy (.32, $p = .004$), and satyagraha subscale (.32, $p = .005$).

Summary

Based on reliability and validity data collected in the northwestern section of the United States, the TNT seems to be a

promising instrument for five of the six subscales. The active value orientation subscale appears to be an independent construct. The satyagraha subscale is very highly related to both social desirability and self-efficacy and this needs further scrutiny. While this psychometric research with the TNT seems promising, more validity data is needed (Konen et al., 1999).

The implication of the development of a nonviolent test appropriate for adolescents is far reaching. The TNT could be used by school officials, psychologists, and other professionals to determine the nonviolent behavior of their student or clients. This may indicate a way of objectively assessing violence prevention programs, conflict resolution programs, cooperative learning programs and other programs designed to increase nonviolent behaviors or preventative programs to reduce the occurrence of violent crimes by the teenage population.

Unfortunately, very little data concerning the TNT's cross-cultural and cross-national usage is currently available. More research is clearly needed.

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Table 1
Physical Nonviolence Scale Items

It is okay to carry weapons on the street.
A good way to get me to fight is to tease me.
If someone cuts in front of me in the cafeteria, I shove them out of line.
I don't get mad, I get even.
Violence on television bothers me.
I have been known to pick fights.
It is often necessary to use violence to prevent violence.
If someone pushes me, I push them back.
I won't fight if people call me names.
If someone shoves me in the hall, I would just keep walking.
If someone spit on me, I would hit them.
I sometimes bring weapons to school.
If someone gets in my face, I push them away.
If someone insulted me in front of my friends, I would smack them.
Everyone has the right to injure another to protect their property.
I don't like to watch people fight.

Table 3
Active Value Orientation Scale Items

If people talk the talk, they should walk the walk.

My action can influence others.

I'll argue for what I believe despite what others say.

I try to what I say I am going to do.

Table 2
Psychological Nonviolence Scale Items

If someone disagrees with me, I tell them they are stupid.
Reasoning helps me avoid fights.
Yelling at someone makes them understand me.
Some people respect me because they fear me.
I tease people I don't like.
I don't like to make fun of people.
Starting a nasty rumor is a good way to get back at someone.
I like to laugh when others make mistakes.
When someone is rude to me, I am rude back.
I enjoy saying things that upset teachers.
I can scare people into doing things for me.
I make fun of others to their face.
When someone calls me a name, I ignore it.
I like the look of defeat on people's faces when I beat them in competition.
I humiliate people who make me feel bad.
I often call people names when they make me angry.

Table 4
Helping/Empathy Scale Items

If someone dropped their books, I'd help them pick them up.

I would give up my seat on the bus to someone else.

I'd give the person in front of me my extra change, if they didn't have enough for lunch.

I like helping new students find their classes.

I try to tell people when they do a good job.

Table 5
Satyagraha Scale Items

I try to make decisions by looking at all the available information.
I often think about developing the best plan for the future.
I don't pay attention to people with different opinions.
I attempt to learn from all my experiences.
I am open-minded.
I often do things without having good reason.
Life is what you learn from it.
If I can find out why people are arguing, I can help them solve theirproblems.
When I am arguing with someone, I always try to see their side.
I try to learn from others' mistakes.

Table 6
Tapasya Scale Items

If there was only one dessert left, I would let my friend eat it even if I really wanted it.
I'd give up my coat if a friend was cold.
If my friend and I both wanted the same shoes in a store, I would let my friend buy them.
I would let my friend buy the last shirt in a store even if I wanted it a lot.

Table 7
Intercorrelations Among TNT Subscales

	PsyN	AVO	Helping/E	Satyagraha	Tapasya
Physical Nonviolence	.86*	-.31*	.52*	.51*	.35*
Psychological Nonviolence		-.27*	.59*	.59*	.45*
Active Value Orientation			.03	.07	.04
Helping/Empathy				.66*	.52*
Satyagraha					.42*
Tapasya					

* significant at .001 level n = 468

APPENDIX

Social and Personal Opinion Survey

This is a scientific study of attitudes and opinions. This is a chance to look at yourself and see how you feel about things. Be sure that your answers show **how YOU feel** about each statements. **PLEASE DO NOT TALK ABOUT THE STATEMENTS OR YOUR ANSWERS WITH ANYONE ELSE**. We will keep your answers private and not show them to your teachers, principal, parents, or anyone else.

Please read each statement and decide whether it is true or not for you. Circle the response which best describes how you feel about the statement. If the statement is definitely true or nearly always true for you, circle the response "definitely true for me". If the statement is generally true for you but not always true, circle the response "usually true for me". If the statement is occasionally true for you but generally not true, circle the response "usually not true for me". If the statement is definitely false or nearly always not true for you circle the response "definitely not true for me".

If you have any questions raise your hand. Once you have started, **PLEASE DO NOT SAY YOUR ANSWERS OUT LOUD OR TALK.**

1. Reasoning helps me avoid fights.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

2. I am open minded.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

3. When someone is rude to me, I am rude back.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

4. If people talk the talk, they should walk the walk.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

5. If someone insulted me in front of my friends, I would smack them.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

6. Yelling at someone makes them understand me.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

7. I'll argue for what I believe despite what others say.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

8. Some people respect me because they fear me.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

9. If someone dropped their books, I'd help them pick them up.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

10. Life is what you learn from it.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

11. I'd give the person in front of me my extra change if they didn't have enough for lunch.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

12. I don't get mad, I get even.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

13. I try to tell people when they do a good job.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

14. Sometimes I make fun of others to their face.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

15. I try to learn from others mistakes.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

16. I like helping new students find their classes.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

17. Everyone has the right to injure another to protect their property.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

18. If someone got in my face, I'd push them away.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

19. I can scare people into doing things for me.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

20. I would let my friend buy the last shirt in a store even if I wanted it a lot.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

21. When I am arguing with someone, I always try to see their side of it.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

22. I like the look of defeat on people's faces when I beat them in competition.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

23. I often do things without having a good reason.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

24. Violence on television bothers me.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

25. I don't like to make fun of people.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

26. I won't fight if people call me names.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

27. I attempt to learn from all my experiences.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

28. If someone shoves me in the hall, I would just keep walking.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

29. I often call people names when they make me angry.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

30. I try to do what I say I am going to do.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

31. I have been known to pick fights.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

32. I would give up my seat on the bus for someone else.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

33. I don't pay attention to people with different opinions.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

34. I humiliate people who make me feel bad.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

35. I often think about developing the best plan for the future.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

36. If someone cuts in front of me in the cafeteria, I want to shove them out of line.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

37. My actions can influence others.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

38. When someone calls me a name, I ignore it.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

39. I like to laugh when others make mistakes.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

40. If someone pushes me, I push them back.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

41. I sometimes bring weapons to school.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

42. I try to make decisions by looking at all the available information.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

43. It is ok to carry weapons on the street.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

44. If someone spit on me, I would hit them.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

45. If there was only one dessert left, I would let my friend eat it even if I really wanted it.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

46. I don't like to watch people fight.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

47. It is often necessary to use violence to prevent violence.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

48. If someone disagrees with me, I tell them they are stupid.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

49. I enjoy saying things that upset my teachers.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

50. Starting a nasty rumor is a good way to get back at someone.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

51. I'd give up my coat if a friend was cold.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

52. If I can find out why people are arguing, I can help them solve their problem.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

53. Sometimes people get me to fight by teasing me.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

54. If my friend and I both wanted the same pair of shoes in a store, I would let them buy it and do without.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

55. I tease people I don't like.

definitely true for me	usually true for me	usually not true for me	definitely not true for me

The following questions are for statistical analyses only.

1. Circle one. Male Female

2. Ethnic background: Circle one.
   Asian Black/African American Hispanic/Latino/Mexican/American
   Native American Indian White/Caucasian Other (Specify_____)

3. What is your age?_____

4. Circle your current grade in school:
   6th Grade 7th Grade 8th Grade 9th Grade 10th Grade 11 Grade 12th Grade
   Other (Specify_____)

5. Indicate the highest level of education your father completed._____
6. Indicate the highest level of education your mother completed._____

7. Indicate your household's current annual income:
   less than $10,000 $10,001-$20,000 $20,001-$35,000 $35,001-$50,000
   more than $50,000

8. Circle your religious affiliation:
   Catholic Jewish LDS Moslem Native Peoples (Specify_____)
   Protestant/Christian (Specify_____) Other (Specify_____)

Teenage Nonviolence Test (TNT) - SCORING KEY

Physical Nonviolence (alpha = .91)

- conscious rejection of all forms of physical violence in favor of alternate forms of conflict resolution (due to a professed moral or ethical belief structure)

[physical violence - behaviors or the threat of behaviors intended to inflict bodily injury on another person in an attempt to coerce, curtail, or eliminate their behavior]

5	Physical nonviolence - not true nonviolent
12	Physical nonviolence - not true nonviolent
17	Physical nonviolence - not true nonviolent
18	Physical nonviolence - not true nonviolent
24	Physical nonviolence - true nonviolent
26	Physical nonviolence - true nonviolent
28	Physical nonviolence - true nonviolent
31	Physical nonviolence - not true nonviolent
36	Physical nonviolence - not true nonviolent
40	Physical nonviolence - not true nonviolent
41	Physical nonviolence - not true nonviolent
43	Physical nonviolence - not true nonviolent
44	Physical nonviolence - not true nonviolent
46	Physical nonviolence - true nonviolent
47	Physical nonviolence - not true nonviolent
53	Physical nonviolence - not true nonviolent

Psychological nonviolence (alpha = .91)

- conscious rejection of all forms of psychological violence in favor of alternate forms of conflict resolution (due to a professed moral or ethical belief structure)

[psychological violence - behaviors or the threat of behaviors intended to humiliate, intimidate, or in other ways demean the human dignity of another person or group in and attempt to coerce, curtail, or eliminate their behavior]

1	Psychological nonviolence - true nonviolent
3	Psychological nonviolence - not true nonviolent
6	Psychological nonviolence - not true nonviolent
8	Psychological nonviolence - not true nonviolent
14	Psychological nonviolence - not true nonviolent
19	Psychological nonviolence - not true nonviolent
22	Psychological nonviolence - not true nonviolent
25	Psychological nonviolence - true nonviolent
29	Psychological nonviolence - not true nonviolent
34	Psychological nonviolence - not true nonviolent
38	Psychological nonviolence - true nonviolent
39	Psychological nonviolence - not true nonviolent
48	Psychological nonviolence - not true nonviolent
49	Psychological nonviolence - not true nonviolent
50	Psychological nonviolence - not true nonviolent
55	Psychological nonviolence - not true nonviolent

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Active value orientation (alpha = .65)

- willingness to perform behaviors designed to achieve a situation commensurate with one's own norms, values, and goals

4 Active value orientation - true nonviolent (active)
7 Active value orientation - true nonviolent (active)
30 Active value orientation - true nonviolent (active)
37 Active value orientation - true nonviolent (active)

Helping/empathy (alpha = .78)

9 Helping/empathy - true nonviolent (prohelping)
11 Helping/empathy - true nonviolent (prohelping)
13 Helping/empathy - true nonviolent (prohelping)
16 Helping/empathy - true nonviolent (prohelping)
32 Helping/empathy - true nonviolent (prohelping)

Satyagraha (alpha = .75)

- active search for wisdom, because the truth is based upon the subjective perceptions of individuals, a person needs to be willing to change his or her conception of truth. [literally "holding on to the truth"]

2 Satyagraha - true nonviolent
10 Satyagraha - true nonviolent
15 Satyagraha - true nonviolent
21 Satyagraha - true nonviolent
23 Satyagraha - not true nonviolent
27 Satyagraha - true nonviolent
33 Satyagraha - not true nonviolent
35 Satyagraha - true nonviolent
42 Satyagraha - true nonviolent
52 Satyagraha - true nonviolent

Tapasya (alpha = .73)

- willingness to endure hardship or suffering rather than to inflict harm on others. [literally "self-suffering"]

20 Tapasya - true nonviolent
45 Tapasya - true nonviolent
51 Tapasya - true nonviolent
54 Tapasya - true nonviolent

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